Carshalton High School for Girls

Examinations: BTEC Policies

JCQ/Pearson Compliance Update for 2026-2027: This policy has been reviewed against current Pearson BTEC Quality Assurance requirements, JCQ Instructions for Conducting Examinations where applicable, and current guidance on AI use, malpractice, assessment, internal verification, appeals and complaints.

Reviewed and Agreed by Carshalton Local Governing Body:	Autumn 2026
Next Review:	Autumn 2027

Policy Notes may be subject to review and revision at any time by the Carshalton Local Governing Body notwithstanding that the next review date has not been reached.

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Carshalton Local Governing Body.

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These policies apply to all BTEC qualifications taught at Carshalton High School for Girls and are required by the exam board, Pearson Edexcel.

REGISTRATION & CERTIFICATION POLICY

Aims

- To register individual learners to the correct programme within agreed timescales.
- To claim valid learner certificates within agreed timescales.
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, Carshalton High School for Girls will:

- Register each learner within the awarding body requirements
- Register each learner on the appropriate programme code, before any assessment activity is completed
- Provide a mechanism for programme teams to check the accuracy of learner registrations
- Make each learner aware of their registration status
- Inform the awarding body of withdrawals, transfers or changes to learner details
- Ensure that certificate claims are timely and based solely on internally verified assessment records
- Audit certificate claims made to the awarding body
- Audit the certificates received from the awarding body to ensure accuracy and completeness
- Keep all records safely and securely for three years post certification.

Procedures at Carshalton High School for Girls:

- Heads of Department will notify the Quality Nominee and Examinations Manager, in September, of any changes to the qualifications to be offered in the academic year. Unit information must also be supplied and changes in mid-year changes in units offered should be communicated by Heads of Department, to the Examinations Manager, as a matter of priority.
- Requests for authorisation to deliver new qualifications should be raised with the Examinations Manager at the earliest opportunity.
- Registrations are to be completed by Examinations Manager at the start of each academic year.
- Learners must be registered before any formal teaching and assessment of a BTEC qualification is undertaken.
- The Examinations Manager will request the checking of learner registration data from Heads of Department.
- Heads of Department will notify the Examinations Manager of any qualification transfers or withdrawals immediately that these are agreed with the Senior Leadership Team.
- Heads of Department are responsible for checking final unit gradings for internal assessments and for ensuring that accurate information is supplied to the Examinations Manager pre-claims.
- A spreadsheet will be sent to Heads of Departments to confirm final internal assessment unit achievement in preparation for claims in the Summer Term. This must be completed by the Lead Internal Verifier and checked by the Head of Department (if these are the same person, then a teacher from the department should check the grades are recorded accurately). Any grade amendments made during the Standards Verification process should be actioned by the Lead Internal Verifier.

Links

Current Examinations Manager Manual: Entries & information manual | Pearson qualifications

ASSESSMENT POLICY

Aims

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure is open, fair and free from bias and to national standards.
- To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, Carshalton High School for Girls will:

- Ensure that learners are provided with assignments are the authorised briefs, if applicable, in line with the published requirements, or that they are fit for purpose, to enable them to produce appropriate evidence for assessment; supported by internal verification processes.
- Produce a clear and accurate assessment plan at the start of the programme/academic year
- Provide clear, published dates for handout of assignments and deadlines for assessment
- Assess learner evidence using only the published assessment and grading criteria
- Ensure assessment practices meet current BTEC assessment requirements and guidance
- Ensure that assessment decisions are impartial, valid and reliable
- Develop assessment procedures that will minimise the opportunity for malpractice
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Provide samples for standards verification/sampling as required by the awarding organisation
- Monitor standards verification/external examination reports and undertake any remedial action required
- Share good assessment practice between all BTEC programme teams
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- Provide resources to ensure that assessment can be performed accurately and appropriately
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Approval Centre Agreement

Procedures at Carshalton High School for Girls

- Authorised assignment briefs should be used where appropriate. Where modifications or assignment development is allowed, the briefs must be fully internally verified prior to hand-out.
- All assignment briefs should be stored centrally in the BTEC Teams file.
- Assessment plans should be updated termly, during Departmental Meetings. Amendments should be authorised by the Lead Verifier. These working documents should be stored on the BTEC Teams site.
- Assessment should adhere to Joint Council for Qualifications requirements, and with instructions in individual qualification specifications, and Pearson assessment guidance. References should be interpreted as the current versions in force for the relevant academic year.
- Entries for external assessments must be requested to Examinations Manager by Heads of Department at the start of the academic year, or at the earliest opportunity, with any amendments, or additions, being notified to the Examinations Manager as a priority. The Examinations Manager will send a spreadsheet of learner registrations prior to external assessments, to the relevant Heads of Department, and it is the responsibility of the Heads of Department to notify the Examinations Manager of variance.
- At the beginning of each academic year, learners will be provided with information on when assignments are to be assessed and in what format. This will accompany their Learner Handbook on their class Teams area.
- Where relevant, internal assessment resubmissions and retakes must be authorised by the relevant Lead Internal Verifier and administered as per the BTEC Centre Guide to Internal Assessment instructions (see link below).
- The most recent Pearson produced templates must be used for all assessment and verification activities. They can be found under Quality Assurance Templates (see link below).
- Heads of Department are responsible for tracking learner attainment at unit level. Attainment must be recorded on a spreadsheet in the BTEC Teams area.

- The Quality Nominee will manage the shared Teams area and ensure that links to relevant documentation are present. The Quality Nominee with have oversight of BTEC qualification assessment plans and internal verification records, which are to be stored on the shared BTEC Teams site.
- The Quality Nominee will notify Heads of Department and Internal Verifiers of training opportunities; both internal and external.
- All assessment and internal verification records must be retained in accordance with current Pearson retention requirements and school records management procedures.

Internal Assessment Process

- Learners must receive assignments after they have been taught the unit and must work independently on the assignments. The deadline must be clear and must be met.
- For Level 3 BTECs, extensions must be authorised by the Lead Internal Verifier and must be as a result of a legitimate cause, e.g. severe illness. An extension must be recorded on the assessment record and signed by the Lead Internal Verifier. There are no extensions for Tech Awards.
- Assessment and internal verification should be carried out according to the assessment plan and feedback should be timely. The Pearson standard assessment and verifications records must be completed.
- For Level 3 BTECs, where specifications allow, resubmissions must be authorised by the Lead Internal Verifier and this must be recorded on the assessment record and signed by the Lead Internal Verifier. A deadline for resubmission must be set, which is within 15 working days of the learner receiving their assessment feedback and result. This must not cross school holidays and must be in the same academic year. Grade achievement cannot be capped and learners must be allowed to re-attempt all assessment criteria. Feedback must be timely. Resits may be authorised by the Lead Internal Verifier if the learner has resubmitted and still failed to reach the pass criteria, they may resit the assignment. Attainment will be capped at pass in this circumstance.

Links

- BTEC Centre Guide to Internal Assessment
  Quality Assurance - BTEC Tech Awards, L2 and L3 | Pearson qualifications
- Pearson Qualification Subject Pages
  Subjects | Pearson qualifications
- Quality Assurance Templates
  Quality Assurance - BTEC Tech Awards, L2 and L3 | Pearson qualifications

INTERNAL VERIFICATION POLICY

Aims

- To ensure there is an accredited Lead Internal Verifier in each principal subject area.
- To ensure that Internal Verification is valid, reliable and covers all assessors and programme activity.
- To ensure that the Internal Verification procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of internal verification decisions.

In order to do this, Carshalton High School for Girls will ensure:

- Where required by the qualification, appoint a Lead Internal Verifier appropriately for each subject area, who is registered with Pearson and has undergone the necessary standardisation processes by Pearson's deadlines.
- Each Lead Internal Verifier oversees effective internal verification in their subject area
- Staff are briefed and trained in the requirements for current internal verification procedures
- Effective internal verification roles are defined, maintained and supported
- Internal verification is promoted as a developmental process between staff
- Standardised internal verification documentation is provided and used for all qualifications
- All centre assessment instruments are verified as fit for purpose before issue or use
- An annual internal verification schedule, linked to assessment plans, is in place
- An appropriately structured sample of assessment from all programmes, units, sites and assessors is internally verified, to ensure centre programmes conform to national standards
- Secure records of all Internal Verification activity are maintained
- The outcome of internal verification is used to enhance future assessment practice

Procedures at Carshalton High School for Girls

- The Quality Nominee will produce a chart of BTEC roles and responsibilities at the beginning of each academic year. Heads of Department should notify the Quality Nominee if roles and responsibilities change mid-year. Changes in Lead Internal Verifier must be entered on Edexcel Online by Heads of Department
- The Quality Nominee will have oversight of Lead Internal Verifier registration and standardisation. The Quality Nominee will brief Lead Internal Verifiers on requirements and monitor progress against Pearson-set deadlines
- Verification information and guidance will be cascaded down from the Quality Nominee to Lead Internal Verifiers, who in turn will brief staff.
- The Quality Nominee will ensure that there is appropriate training provided, or signposted, for new verifiers.
- Internal Verification plans and records of verification activity should be electronic and stored in the central BTEC Teams area, in the relevant qualification folder. Electronic signatures should be used.
- A spread of pass, merit and distinction work must be internally verified for all units. A minimum of 3 learners' work must be verified for each assignment and internal verification should be planned to ensure that all learners have had assessment decisions verified across the duration of courses.
- Internal verification outcomes should be discussed at subject team meetings and appropriate action planned, where required.
- All assessment and verification records must be kept securely, electronically, and accessibly for a minimum of 3 years.

Links

- Centre Guide to Internal Verification
- Centre Guide to Standards Verification
- Quality Assurance Templates

Quality Assurance - BTEC Tech Awards, L2 and L3 | Pearson qualifications

BTEC ASSESSMENT MALPRACTICE POLICY

Aims

- To identify and minimise the risk of malpractice by staff or learners.
- To respond to any incident of alleged malpractice promptly and objectively.
- To standardise and record any investigation of malpractice to ensure openness and fairness.
- To impose appropriate penalties and/or sanctions on learners or staff where.
- Incidents (or attempted incidents) of malpractice are proven.
- To protect the integrity of this centre and BTEC qualifications.

Definition of Malpractice by Learners
This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Plagiarism of any nature Including undisclosed or inappropriate use of artificial intelligence tools to generate assessment evidence.
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/ examination/ test.

Definition of Malpractice by Centre Staff
This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- Failure to keep candidate coursework/portfolios of evidence secure
- Fraudulent claims for certificates
- Inappropriate retention of certificates
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- Producing falsified witness statements, for example for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- Facilitating and allowing impersonation
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- Falsifying records/certificates, for example by alteration, substitution, or by fraud
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

In order to prevent this, Carshalton High School for Girls will:

- Seek to avoid potential malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources
- Ask learners to declare that their work is their own Learners must declare any permitted use of AI tools and comply with Pearson guidance on authenticity.

- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Conduct an investigation in a form commensurate with the nature of the malpractice.
- Allegation. Such an investigation will be supported by the Head Teacher and all personnel linked to the allegation.

Learner Malpractice Appeal Procedure

1. Make the individual aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
2. Give the individual the opportunity to respond to the allegations made
3. Document all stages of any investigation
4. Inform the individual of the avenues for appealing against any judgement made
5. Where malpractice is proven, this centre will apply staff disciplinary procedures / the school behaviour policy. Learners BTEC qualification registrations will be cancelled if malpractice is upheld.

Links

- Pearson centre guide on dealing with malpractice and maladministration in vocational qualifications
  Policies for centres, learners and employees | Pearson qualifications
- Plagiarism Factsheet
  Quality Assurance - BTEC Tech Awards, L2 and L3 | Pearson qualifications

APPEALS POLICY

Aims

- To enable the learner to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the learner and the assessor at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To facilitate a learner's ultimate right of appeal to the Awarding Body and the Office of the Independent Adjudicator (BTEC Level 4-Level 7), where appropriate.
- To protect the interests of all learners and the integrity of the qualification.

In order to do this, Carshalton High School for Girls will:

- Inform the learner at induction, of the Appeals Policy and procedure
- Record, track and validate any appeal
- Forward the appeal to Pearson when a learner considers that a decision continues to disadvantage them after the internal appeals process has been exhausted
- Keep appeals records for inspection by the Pearson for a minimum of 18 months
- Have a staged appeals procedure
- Take appropriate action to protect the interests of other learners and the
- integrity of the qualification, when the outcome of an appeal questions the validity of other results
- The Senior Leadership Team and Quality Nominee will monitor appeals to inform quality improvement

Learner Appeal Procedure
Learners should ask the teacher who assessed the work to give further feedback on performance.

1. If the learner is still not satisfied and wishes to appeal against the assessment, they must ask the assessor *in writing* to implement the appeals process within two weeks of the work being assessed. The assessor will re-assess the work and feed back to the learner, within 5 school days, on an Internal Appeals Record. The request will be kept with the assessment records for a minimum of 3 years.
2. If the learner is still not satisfied with the assessment outcome, they should ask the assessor to pass all relevant assessment material to the internal verifier who is named on the unit brief, who will then verify the assessment and feed back to the learner, within 5 school days, on the Internal Appeals Record. This record will be kept along with related documentation for a minimum of 3 years.
3. If the issue is still not resolved to the learner's satisfaction, they should ask the internal verifier to pass the relevant assessment material to the Vocational Senior Leadership Team member who will also verify the work and feed back to the learner, within 5 school days, on the Internal Appeals Record. This record will be kept along with related documentation for a minimum of 3 years.

*__Heads of Department must allow 3 school weeks between the handing back of assignments and grades having to be supplied to the Examinations Manager, to allow for any appeals against certification to be made.__ The Examinations Manager will make the BTEC Team aware of the last date for data to be submitted before the end of September in each academic year.

This policy may be used in conjunction with Complaints Policy where a complaint covers both assessment decisions and other aspects of qualification delivery and administration.

BTEC COMPLAINTS POLICY

Aims

- To give learners the opportunity to raise matters of concern about their examinations or assessment via a formal and documented process.
- To protect the interests of all learners.
- To facilitate a learner's ultimate right of complaint to Pearson, where it is appropriate.

In order to do this, Carshalton High School for Girls will:

- inform all learners of the complaints procedure at induction and make it accessible to all learners.
- have a staged complaints procedure.
- record, track and respond to all complaints in line with the complaints procedure take appropriate action to try and resolve learner concerns.
- monitor complaints to inform quality improvement forward the complaint to Pearson, should it not be resolved within 28 days of receipt keep complaints records for the appropriate document retention period.

BTEC Complaints Procedure
The complaints procedure is:

Stage 1 - Informal: learner lets an appropriate member of centre staff (e.g. teacher or exams officer) know about their concerns and the member of staff attempts to satisfactorily resolve any issues. The outcome should be documented and if unresolved, move to Stage 2.

Stage 2 - Formal review: learner submits their complaint through the whole school complaints channel and appropriate senior leadership member at the centre investigates and addresses their concerns. Learner notified of findings and outcome in writing. If remain dissatisfied, move to Stage 3.

Stage 3 - Formal review at a point of escalation: learner escalates their complaint through the formal complaints channel and appropriate senior leadership member at the centre investigates and addresses their ongoing concerns. Learner notified of findings and outcome in writing. If remain dissatisfied, move to Stage 4.

Stage 4 - Formal review at final point of escalation: learner escalates their complaint through the formal complaints channel and Board of Governors reviews the case to address the learner's ongoing concerns. Learner notified of findings and outcome in writing. If remain dissatisfied, move to Stage 5.

Stage 5 - Escalation to Pearson for information on next steps*. Information on the Pearson complaints procedure can be found at Learners and parents | Pearson qualifications.

NB 'Please note that once a learner has exhausted a centre's complaints procedure, there will only be certain matters Pearson can then assist with. We cannot assist with matters which are between the centre and learner, for example, complaints about the delivery of a qualification. Pearson (2023)* Learners and parents | Pearson qualifications

- Recording complaints: all complaints correspondence should be recorded in writing and dated.
- Letters of complaint and their responses should be retained in accordance with the school records retention schedule and Pearson requirements.
- Monitoring of complaints and outcomes: undertaken by senior management at the centre to inform development and quality improvement.
- Support with the resolution of complaints is available at all stages of the complaints process.
- Forward Pearson a copy of all complaints received related to Pearson qualifications, which are not resolved within 28 days of receipt, and co-operate with Pearson in respect of any action Pearson needs to take to resolve such matters.

BLENDED LEARNING POLICY

Aim

- To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
- To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

In order to do this Carshalton High School for Girls will:

- Use Teams to ensure that teaching/delivery/assessment staff are accessible to support blended learning when learners are working remotely
- Feedback on assignments via Teams.
- Provide constructive feedback during timetabled Teams sessions. Provide feedback by email within 2 school days.
- Ensure the setting of assignments is undertaken in face-to-face (in person or via TEAMS) sessions and that deadlines are clear
- Ensure that learners authenticate all work submitted. Electronic signatures are acceptable.
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement.

Links

- Pearson guidance for distance learning and blended learning
  Quality Assurance - BTEC Tech Awards, L2 and L3 | Pearson qualifications